



DAVANGERE UNIVERSITY

DEPARTMENT OF STUDIES IN EDUCATION

Shivagangothri, Davangere – 577007

M.Ed. (2 Year)

(CBCS 4 Semesters)

SYLLABUS

2015-16 ONWARDS



DAVANGERE UNIVERSITY

Shivagangothri, Davangere – 57707

POST GRADUATE STUDIES IN EDUCATION (M.Ed.)

(I to IV SEMESTERS)

NORMS AND STANDARDS

PREAMBLE

The Master of Education (M.Ed.) Programme is a two-year professional programme in Teacher Education that aims to prepare teacher educators and other education professionals, including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals, and researchers. The completion of the programme shall lead to M.Ed. Degree specializing in elementary education (up to class VIII) or secondary education (classes VI-XII).

DURATION AND WORKING DAYS

DURATION

The M.Ed. The programme shall be of two academic years, including field attachment for a minimum of 4 weeks and a research dissertation. Students shall be permitted to complete the two-year programme's programme requirements within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

WORKING DAYS

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of the examination. The institution shall work for a minimum of thirty-six hours in a week (five of six days). Faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

ATTENDANCE

The minimum attendance of students shall be 80% for theory Courses and Practicum and 90% for Field Attachment.

INTAKE, ELIGIBILITY, ADMISSION PROCEDURE AND FEES

INTAKE

Our department has a primary unit size of 50 for the programme

ELIGIBILITY

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:

I. B.Ed.

II. B.A, B.Ed., B.Sc., B.Ed.

III. B.El.Ed.

IV. D.El.Ed. with an undergraduate degree (with 50% marks in each).

RESERVATION

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central /State Government, whichever is applicable.

ADMISSION PROCEDURE

Admission shall be made on merit based on marks obtained in the qualifying examination and the entrance examination or any other selection as per State/Central Government/University Administration policy.

FEES

Fees are charged as prescribed by Davangere University

INTERNSHIP AND ATTACHMENT

Field attachments/internships/immersion will be facilitated with organizations and institutions working in teacher education. Students are allowed to undertake the defined activities under the close mentorship of faculty. The activities will end up in a recorded form. The assessment is based on their performance while doing the training and based on records prepared by them. The internship's focus is to engage the students with field-based situations and provide opportunities for reflection and writing.

DISSERTATION

A candidate shall choose an area of research in consultation with the guide and submit the dissertation. They should submit the dissertation to the department within the stipulated time during the fourth semester. In addition, there shall be an internal viva voce examination for each candidate conducted by the department council with one external expert from the Board of Examiners of the current academic year.

ASSESSMENT

For each theory course, 30% weightage shall be assigned for continuous internal assessment and 70% for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be as prescribed by the university.



DAVANGERE UNIVERSITY

DEPARTMENT OF STUDIES IN EDUCATION

Shivagangothri, Davangere-577007

VISION

CREATING ENLIGHTENED TEACHERS TO ENLIGHTEN THE WORLD

MISSION

- To provide excellent pre-service teacher education to develop professional teaching competencies among student teachers.
- To undertake, assist, promote and coordinate research in all the aspects of teacher education to address significant challenges.
- To establish linkages between national, state, and district-level bodies to bring about quality improvement.
- Develop and maintain exemplary programs that serve as teaching models, research, and service for education administrators, teachers, and children.
- Aiming towards the ideal of enabling student teachers to emerge as efficient teachers and take leadership positions to improve the quality of education around the globe.

DAVANGERE UNIVERSITY
DEPARTMENT OF STUDIES IN EDUCATION
STRUCTURE OF TWO YEARS M.Ed. PROGRAMME
2019-20

I SEMESTER					
Paper Code	Titles	Credits	External Assessment	Internal Assessment	Total
MED 1.1	Psychology of Learning and Development	4	75	25	100
MED 1.2	History and Political Economy of Education	4	75	25	100
MED 1.3	Educational Studies	4	75	25	100
MED 1.4	Introduction to Research Methods	4	75	25	100
MED 1.5	Communication Skills & Expository Writing	1	10	15	25
MED 1.6	Self-Development	1	10	15	25
Total		18	320	130	450
II SEMESTER					
MED 2.1	Philosophy of Education	4	75	25	100
MED 2.2	Sociology of Education	4	75	25	100
MED 2.3	Curriculum Studies	4	75	25	100
MED 2.4	Teacher Education (Pre - Service and In - Service)	4	75	25	100
MED 2.5	Dissertation	2	15	35	50
MED 2.6	Internship in a Teacher Education Institution	4	25	75	100
Total		22	340	210	550

III SEMESTER

Paper Code	Titles	Credits	External Assessment	Internal Assessment	Total
MED 3.1	Specialization Course-I (Stag Specific)	4	75	25	100
MED 3.2	Specialization Course-II (Stage Specific)	4	75	25	100
MED 3.3	Advanced Educational Research	4	75	25	100
MED 3.4	Perspectives, Research and Issues in Teacher Education	4	75	25	100
MED 3.5	Internship in a Teacher Education Institution	4	25	75	100
MED 3.6	Dissertation	2	15	35	50
MED 3.7	Academic Writing	2	15	35	50
Total		24	355	245	600

IV SEMESTER

MED 4. STUDENTS CAN OPT ANY THREE

MED 4.1	A1. Education Policy, Economics and Planning (At Elementary Level)	4	75	25	100
MED 4.2	A2. Education Policy, Economics and Planning (At Secondary Level)	4	75	25	100
MED 4.3	B1. Management And Administration of Education (At Elementary Level)	4	75	25	100
MED 4.4	B2. Management And Administration of Education (At Secondary Level)	4	75	25	100
MED 4.5	C1. Inclusive Education (At Elementary Level)	4	75	25	100
MED 4.6	C2. Inclusive Education (At Secondary Level)	4	75	25	100
MED 4.7	D1. Educational Measurement & Evaluation (At Elementary Level)	4	75	25	100
MED 4.8	D2. Educational Measurement & Evaluation (At Secondary Level)	4	75	25	100
MED 4.9	E1. Comparative Education (At Elementary Level)	4	75	25	100
MED 4.10	E2. Comparative Education (At Secondary Level)	4	75	25	100

MED 4.11	F1. Educational And Vocational Guidance (At Elementary Level)	4	75	25	100
MED 4.12	F2. Educational And Vocational Guidance (At Secondary Level)	4	75	25	100
MED 5	Dissertation	4	25	75	100
Total		52 (28)	925 (475)	375 (225)	1300 (700)

MASTER OF EDUCATION (M.Ed.)

COURSES HAVING FOCUS ON EMPLOYABILITY/ENTREPRENEURSHIP/ SKILL DEVELOPMENT

Course Code	Title of the Course	Activities with direct bearing on Employability/Entrepreneurship/ Skill Development
MED 1.1	Psychology of Learning and Development	<p>This course focuses on skill development and employability. It develops the skills which are very important to carry out the teaching-learning process. For example, understanding the learning difficulties, individual differences, factors of growth and development, and ways to develop a good personality and motivate the learners throughout the teaching-learning process. After the successful completion of this course, students can practice their profession.</p>
MED 1.4	Introduction to Research Methods	<p>This course focuses on employability and skill development. After the successful completion of this course, the students can work as independent researchers and can undertake many educational research activities for the betterment of the education system</p>
MED 2.5	Educational Technology	<p>This course focuses on employability, entrepreneurship and skill development. In addition, the students can become experts in hardware and software technologies by providing technological support to educational institutions. Here, they get expertise in communication skills and can conduct communication skills classes for the students.</p>
MED 2.6 and MED 3.6	Internship in A Teacher Education Institution	<p>This course focuses on skill development. Students get good opportunities to master their teaching skills by teaching different units of teacher education programmes. In addition, they can also master micro-teaching skills.</p>
MED 3.1 and MED 3.2	Specialization Course-I and II	<p>These courses focus on skill development. Students learn the most essential skills to become good teachers, administrators, and classroom researchers in these courses.</p>
MED 4.3	Management and Administration of Education	<p>This course focuses on skill development. This course develops administrative, leadership, managerial and managing human relationships skills.</p>

MED 4.11	Educational and Vocational Guidance	This course focuses on employability, entrepreneurship and skill development. Students can become good guidance and counselling workers in a school or college. And also, they can get employment as guidance and counselling workers in either private or government hospitals. They can also open a guidance and counselling center in society.
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M. Ed. (SEMESTER-I)

PAPER - I: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Time: 3 Hours

Max. Marks: 100

Credit: 4

External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Understand the concepts and principles of Educational Psychology as an applied science.
- Outline the scope of educational psychology.
- Describe the process of growth and development.
- Understand different theories of learning.
- Explain the process of motivation.
- Understand the concept of personality.
- Understand the methods of personality assessment.

COURSE CONTENTS

UNIT-I

1. 1. CONCEPT OF EDUCATIONAL PSYCHOLOGY

- 1.1.1 Relationship of education & psychology
- 1.1.2 Meaning & concept of educational psychology
- 1.1.3 Scope of educational psychology

1.2. CONCEPT OF GROWTH AND DEVELOPMENT

- 1.2.1 General principles of growth and development
- 1.2.2 Physical development in adolescence
- 1.2.3 Social development in adolescence
- 1.2.4 Emotional development in adolescence
- 1.2.5 Intellectual development in adolescence

UNIT-II

2.1. INDIVIDUAL DIFFERENCES

- 2.1.1 Meaning and areas
- 2.1.2 Determinants: Role of heredity and environment in developing individual differences
- 2.1.3. Implications of individual differences for organizing educational programmes

2.2. PERSONALITY

- 2.2.1 Meaning and determinants
- 2.2.2 Types and trait theories
- 2.2.3 Assessment of personality by subjective and projective methods

UNIT-III

3.1. INTELLIGENCE

- 3.1.1 Meaning
- 3.1.2 Theories: two factor theory (Spearman); multi factor theory, Guilford model of intellect
- 3.1.3 Measurement of intelligence (two verbal and two non-verbal tests)

3.2. LEARNING

- 3.2.1 Meaning and factors influencing learning
- 3.2.2 Theories of learning
- 3.2.3 Pavlov's classical conditioning
- 3.2.4 Skinner's operant conditioning

UNIT-IV

4.1. HULL'S REINFORCEMENT THEORY

- 4.1.1 Learning by insight
- 4.1.2 Gagne's hierarchy of learning types

4.2. MOTIVATION

- 4.2.1. Concept
- 4.2.2 Factors affecting Motivation
- 4.2.3 Theories of motivation: physiological theory, Murray's need-theory and Maslow's theory of hierarchy of needs

SELECTED READINGS

- Ahramson, Paul R.; 'Personality¹, New York: Holt Rinehart and Winston, 1980.
- Allport, G. W. : 'Personality*', New York: Holt, 1954
- Allport G.W.: 'Pattern and Growth in Personality'. New York: Rinehart and Winston, 1961.
- Andrews. T.W. (Ed.): 'Methods in Psychology', New York: John Wiley and SonSw Inc. 1961.
- 3 Bailer, Warrea R. Charles, Don, C: 'The Psychology of Human Growth at Development, New York: Holt, Rinehart and Winston, Inc., 1962.
- Baum, A., Newman, S., /West R., & Mc Manus, C. 'Cambridge Handbook Psychology, Health & Medicine, Cambridge: Cambridge University Press 1997.
- Coleman, J.C.: 'Abnormal Psychology and Modern Life, Bombay: D. Taraporewala Sons & Co., 1976
- Dicapro, N.S.: 'Personality Theories. New York: Harper, 1974.
- Douglas, OB. Holl, and B.P.: 'Foundations of Educational Psychology, New York:11The Mac MilhmCa, 1948
- Gagne, R.M.: 'The Conditions of Learning, New York, Chicago: Ho Rinehart and Winston, 1977
- Gales, AT. et ak 'Educational Psychology, New York: Mac Mi Han, 1963.
- Hilgard, E.R.: 'Theories of Learnings New York: Appleton Century Crafts.
- Kundu. C.L.: 'Educational Psychology, Delhi Sterling Publishers, 1984.
- Kundu, C.L.: 'Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976
- Kundu, C.L. & Tutoo, D.N.: 'Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
- Shankar Udey: 'Development of Personality. 1965.
- Talbott, J. A. Hates, R.E. & Yodofskv, S.G. 'Textbook of Psychiatry, New Delhi:Jay pee Brothers Medical Publishers (P) Ltd., 1994.

M. Ed. (SEMESTER -I)

PAPER-II: HISTORY AND POLITICAL ECONOMY OF EDUCATION

Time: 3 Hours

Max. Marks: 100

Credit: 4

External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Get a historical insight into the development of education in Vedic, Buddhist and Medieval period.
- Get the knowledge of the development of education in pre-independent and post-independent India.
- Explain in detail the constitutional provisions for Education in India.
- Understand the relationship of education with democracy, national integration and international understanding.
- Get the knowledge of contemporary in Indian Education in global perspectives.

COURSE CONTENTS

UNIT-I

1.1. EDUCATION IN INDIA DURING

- 1.1.1 Vedic period
- 1.1.2 Buddhist period
- 1.1.3 Medieval period

1.2. EDUCATION IN THE BRITISH PERIOD

- 1.2.1 Macaulay minutes
- 1.2.2 Wood's dispatch 1854
- 1.2.3 Lord Curzon's educational policy

UNIT-II

2. EDUCATION COMMISSIONS IN PRE-INDEPENDENT AND POST-INDEPENDENT INDIA

- 2.1 Sadler commission report 1917
- 2.2 Wardha scheme of education 1937
- 2.3 University education commission 1948-49
- 2.4 Secondary education commission 1952-53
- 2.5 Indian education commission 1964-66
- 2.6 NPE 1986 and NEP 2020

UNIT-III

3. EDUCATION IN RELATION TO:

- 3.1 Democracy
- 3.2 Constitutional provisions
- 3.3 National values as enshrined in Indian constitution
- 3.4 Nationalism & national integration
- 3.5 International understanding

UNIT-IV

4. EDUCATION AS RELATED TO:

- 4.1 Economic growth and investment
- 4.2 Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women- and rural population
- 4.3 Equality of educational opportunities
- 4.4 Local and global perspectives: implication of globalization for system of education

SELECTED READINGS

- Alex, V. Alexander: Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, the English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs/Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning. 1972.
- Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
- Harbison, R. and Myers, Charier: A Education. Manpower and Economic
- Growth: Strategies of Human Resource Development. Oxford & IBM Publishing, Co. 1975.
- Govt. of India, Ministry of Educational (1959). Report of the National Committee on Women's Education.
- Kneller, G.F: Education and Economics Thought, New York, John Wiley and Sons JNC. 1968.
- M.H.R.D.(1969). Report of the education commission- Education and National Development (1964-66). Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. National policy on Education (1986), Ministry of Education. Govt. of India. New Delhi.
- M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. of India. New Delhi.
- M.H.R.D. (1990). Towards an Enlightenment & Human Society- A Review (NPERC), Ministry of Education, Govt. of India, New Delhi. M.H.R.D. (1993). Education for All: The Indian Science, Ministry of Education. Govt. of India, New Delhi.
- M.H.R.D. (1993). Selected Education Study. Ministry of Education, Govt. of India, New Delhi.
- Nagpal, S.C. and Mitak A.C.: Economics of Education, Publication, New Delhi, 1993.
- Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
- Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education. NCERT
- Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers. New Delhi, 1965.
- Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi 1986.
- Singh, Baljit: Economics of Indian Education. Meenakshi Prakashana, New Delhi 1992.
- Rao, D.D. (2001). National Policy on Education towards an Enlightenment and Human Society. New Delhi: Discovery Publishing House.
- Sodhi, I.S.: Economics of Education, New Delhi, Vikas, 1990.
- Tilak, J.B.C. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi. 1992.

M. Ed. (SEMESTER -I)

PAPER-III: EDUCATIONAL STUDIES

Time: 3 Hours

Max. Marks: 100

Credit: 4

External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Understand and appreciate education a social phenomenon, practice and field of study
- Acquainted with documented related to educational policies and educational programmes
- Understand educational structure, institution and system.
- Understand and reflect of various issues and concerns in education

COURSE CONTENTS

UNIT- I

1. MEANING AND TYPES OF EDUCATION

- 1.1. Concept, meaning and definitions of education
- 1.2. Aims of education
- 1.3. Types of education

UNIT- II

2. EDUCATIONAL INSTITUTIONS AND EDUCATIONAL STRUCTURE

- 2.1 UNESCO, UGC, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)
- 2.2 Higher, secondary and elementary education system
- 2.3 Educational structure: central, state, district, block and village level

UNIT- III

3. NATIONAL PROGRAMMES AND POLICIES IN EDUCATION

- 3.1. National policy of education 1986 and programme of action 1992
- 3.2 NCF & NCFTE
- 3.3. RTE Act 2010
- 3.4. SSA, RMSA & RUSA

UNIT- IV

4. NATIONAL ISSUES AND CONCERNS IN EDUCATION

- 4.1. Universalization of elementary education
- 4.2. Globalization of education
- 4.3. Liberalization of education
- 4.4. Expansion of secondary and higher education
- 4.5. Issues related to equity, equality and quality of education
- 4.6. Education of the disadvantaged

SELECTED READINGS

- Cole, M. (2011). *Education, equality and human rights: Issues-of gender, race, sexuality, disability and social class*. NY: Routledge.
- Govinda, R. & Diwan, R. (2003). *Community participation and empowerment in primary education*. New Delhi: Sage Publication.
- Govinda, R. (2011). *Who goes to school? : Exploring exclusion in Indian education*. New Delhi: Oxford University Press.
- Govt.of India. (1948). *University education commission*. New Delhi: Govt.of India.
- Govt.of India. (1952). *Secondary education commission*. New Delhi: Govt.of India.
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- Jandhyata, B. T. G. (2008). *Education society and development: National and international perspective*. New Delhi: APH Publishing Corporation.
- Mehta, A.C. (2014). *Elementary education in India: Where do we stand*. New Delhi: NUEPA.
- MHRD. (2009). *RAM\$A*. New Delhi: MHRD.
- MHRD. (2013). *RUSA, National higher education mission*. New Delhi: MHRD. MHRD. (2000). *SSA*. New Delhi: MHRD. MHRD. (2010). *R IE Act*. New Delhi: MHRD.
- Naruia, M. (2006). *Quality in school education: Secondary education and education boards*. New Delhi: Shipra Publication.
- NCERT. (2005).; *VCT*. New Delhi: NCERT.
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- NUEPA. (2004). *Sabke liye shiksha: Vishwa monitoring report 2002*. New Delhi: NUEPA.
- Pandit, K. (2004) *Education of sociology* New Delhi: ABB Publishers.
- Rao, K.S.(2009). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA.
- Sharma, R.K.& Chouhan, S.S.(2006). *Sociology of education* New Delhi: Atlantic Publishing Corporation.

M.Ed. (SEMESTER -I)

PAPER - IV: INTRODUCTION TO RESEARCH METHODS

Time: 3 Hours

Credit: 4

Max. Marks: 100

External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Understand meaning and nature of educational research
- Understand the process of formulation of research problem
- Understand concept of hypothesis, sampling and its characteristics
- Understand measurement, measurement of central tendency and characteristics and applications of NPC
- Understand skewness & kurtosis and non-para metric statistics

COURSE CONTENTS

UNIT-I

1. EDUCATIONAL RESEARCH

- 1.1 Meaning, nature & sources of knowledge
- 1.2 Meaning, nature, need & scope of educational research
- 1.3 Types of research: fundamental, applied & action

2. FORMULATION OF RESEARCH PROBLEM

- 2.1 Criteria & sources of identifying research problem
- 2.2 Delineating & operationalizing variables
- 2.3 Review of related literature- importance & sources

UNIT-II

1. HYPOTHESIS

- 1.1 Meaning, characteristics, sources & types

2. SAMPLING

- 2.1 Concept of population & sample
- 2.2 Characteristics of a good sample
- 2.3 Need of sampling
- 2.4 Probability sampling
- 2.5 Non probability sampling
- 2.6 Sampling errors & ways to reduce them

UNIT-III

3. DESCRIPTIVE STATISTICS

- 3.1 Nature of educational data
- 3.2 Scales of measurement
- 3.3 Measurement of central tendency
- 3.4 Measurement of dispersion
- 3.5 Percentile & percentile rank
- 3.6 NPC: characteristics and applications

UNIT-IV

4. SKEWNESS & KURTOSIS

4.1 Meaning, uses & applications

5. NON-PARA METRIC STATISTICS:

5.1 Chi-square test

5.2 Hypothesis of equality

5.3 Hypothesis of independence

SELECTED READINGS

- Aggarwal Y.P. (199&), Statistical Methods, Sterlings, New Delhi.
- Aggarwai, Y.P. (1998), The Science of Educational Research: A Source hook, Nirraak DA VAN GERE
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hail. New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
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- Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill,New York.
- Kerlinger, F.N. (1973), Foundation of Bahavioural Research; Holt Rinehart and Winston, New York.
- KouL Lokesh (19&&), Methodology of Educational Research, Vikas, New Delhi.
- Kurtz, A.K. and Mayo S.T. (19&0), Statistical Methods in Education arid Psychology, Narola, New Delhi.

M.Ed. (SEMESTER -I)

PAPER - V: COMMUNICATION SKILLS & EXPOSITORY WRITING

Credit: 1

Max. Marks: 25

External: 10 Internal: 15

(Joint evaluation by internal and external examiner)

Suggested activities:

- Writing essay/articles on any issue relating to education
- Seminar presentation with PPT (on any one topic)
- Student's discussion (panel/group)
- Content analysis & reporting any one event/ news (from electronic/print media) related to field of education

M.Ed. (SEMESTER -I)

PAPER - VI: SELF DEVELOPMENT

Credit: 1

Max. Marks: 25

External: 10 Internal: 15

(Joint evaluation by internal and external examiner)

Activities may be organized in the above given areas (any one). Students are required to prepare and submit a report of the same.

- Inclusive education
- Health & physical education
- Mental hygiene
- Yoga & well being
- Socio-environmental issues (Joint evaluation by internal & external examiner)
- Gender issues

M.Ed. (SEMESTER -II)

PAPER - VII: PHILOSOPHY OF EDUCATION

Time: 3 Hours

Credit: 4

Max. Marks: 100

External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Undertaking the nature and functions of philosophy of education.
- Writing a critical note on the nature of knowledge and knowledge getting process.
- Understanding the contribution of various Indian and Western Schools of Philosophy in the field of Education.
- Critical appraisal of contributions made to education by prominent educational thinkers
- Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumption about educational phenomena.

COURSE CONTENTS

UNIT-I

1. EDUCATION AND PHILOSOPHY

- 1.1 Relationship of education and philosophy
- 1.2 Meaning of educational philosophy
- 1.3 Functions of education philosophy
- 1.4 Meaning and nature of knowledge
- 1.5 Types and source of knowledge
- 1.6 Methods of acquiring knowledge

UNIT-II

2. INDIAN SCHOOLS OF PHILOSOPHY

- 2.1 Vedanta
- 2.2 Sankhya
- 2.3 Buddhism
- 2.4 Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications

UNIT-III

3. WESTERN SCHOOLS OF PHILOSOPHY

- 3.1 Idealism
- 3.2 Realism
- 3.3 Naturalism
- 3.4 Pragmatism
- 3.5 Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods

UNIT-IV

4. CONTRIBUTIONS OF INDIAN THINKERS

- 4.1 Vivekananda
- 4.2 Aurobindo
- 4.3 Tagore
- 4.4 Gandhi

4.1 MODERN CONCEPT OF PHILOSOPHY

- 4.1.1 Logical analysis
- 4.1.2 Logical empiricism
- 4.1.3 Logical positivism

SELECTED READINGS

- Baskin, Wade, Classics in Education, Vision Press London, 1966.
- Brubaeher, John S. Modern Philosophies of Education, Tata McGraw Hill New Delhi, 1969.
- Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977T
- Butler, J.D. Idealism in Education, Harper and Row, New York, 1966.
- Dewey, John. Democracy and Education. MacMillan, New York, 1966.
- Dupuis, A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
- Kneller, George F. Foundations of Education John Wiley and Sons, 1978.
- Morris, Van C. Existentialism in Education What it Means. Flaper & Row, New York, 1966.
- Pandey, R.S. An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 19&2.
- M.H.R.D. towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
- Maslow, ATI. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
- Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
- Mukerjee, R.K. Ancient Indian Education. Motilal Banarsidas, Varanasi, 1969.

M.Ed. (SEMESTER-II)

Paper-VIII: SOCIOLOGY OF EDUCATION

Time: 3 Hours

Credit: 4

Max. Marks: 100

External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Define the meaning and concept of educational sociology.
- Explain the concept of social organization and factor affecting it.
- Illustrate education as a process of social system and socialization.
- Critically appropriate the issues related to social change, determinate of social change, equity and equality of education opportunities.
- Explain the important issues like social stratification and social mobility.

COURSE CONTENTS

UNIT-I

1. EDUCATIONAL SOCIOLOGY AND SOCIOLOGY OF EDUCATION

- 1.1 Concept of educational sociology and sociology of education
- 1.2 Relationship of sociology and education
- 1.3 Social organization: meaning and concept
- 1.4 Factors influencing social organization: mores, institution and values

UNIT-II

2. SOCIALIZATION AND CULTURE

- 2.1 Socialization: meaning and concept
- 2.2 Agencies of socialization: family, school, society and community
- 2.3 Role of education in socialization
- 2.4 Culture: meaning and nature
- 2.5 Issues related to culture (sanskritization, westernization and modernization)
- 2.6 Education and culture

UNIT-III

3. VALUE EDUCATION AND SOCIAL CHANGE

- 3.1 Value education: meaning and concept of values
- 3.2 Role of education regarding values of education
- 3.3 Education and social change: meaning and nature
- 3.4 Factors determining social change
- 3.5 Constraints of social change in India: caste, ethnicity, class and language
- 3.6 Religion and regionalism

UNIT-IV

4. SOCIAL STRATIFICATION AND SOCIAL MOBILITY

- 4.1 Social stratification: meaning, concept and its educational implications
- 4.2 Social mobility: meaning, types, constraints on mobility and its educational implications

SELECTED READINGS

- Pandey, K.P. Perspectives in Social Foundations of Education. Ami task Prakashan, Ghaziabad, 1983.
- Havighurst, Robert et al. Society and Education. Allyn and Bacon, Boston, 1995.
- Gore, M.S. Education and Modernization in India, Rawat Publication, Jaipur, 1984.
- Kamat, A.R. Education and Social Change in India. Samaiya Publishing co., Bombay, 1985.
- Maunheim. K. et al. An Introduction to Sociology of Education Routledge and Kegan Paul. London, 1962.
- M.H.R.D. towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
- Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
- Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
- Mossish, loor. Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.
- Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
- Mossish, loor. Sociology of Education: An Introduction, George Allen and Unwin, London, 1972
- Mukerjee. R.K. Ancient Indian Education. Motilal Banarsidas. Varanasi, 1969.

M.Ed. (SEMESTER-II)

PAPER-IX: CURRICULUM STUDIES

Time: 3 Hours

Credit: 4

Max. Marks: 100

External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Understand the concept and importance of curriculum
- Explain the bases of curriculum and principles of curriculum development
- Understand the types and approaches of curriculum
- Understand the transaction of curriculum and role of different organization in designing curriculum

COURSE CONTENTS

UNIT – I

1. CURRICULUM DEVELOPMENT

- 1.1 Curriculum: Concept and importance
- 1.2 Bases of curriculum
- 1.3 Principles of curriculum development
- 1.4 Factors affecting curriculum development

UNIT – II

2. TYPES AND APPROACHES OF CURRICULUM

- 2.1 Types of curriculum: knowledge based, activity based, skill based and experienced based
- 2.2 Approaches in curriculum development: developmental approach, functional approach and eclectic approach
- 2.3 Impact of media, technology and contemporary issues on curriculum development and planning

UNIT-III

3. CURRICULUM PLANNING AND DESIGNING

- 3.1 Assessment of need with respect to individual and environment
- 3.2 Situational analysis
- 3.3 Selection of content and method
- 3.4 Concept of school readiness
- 3.5 Basic curricular skills
 - Curricular skills related to cognitive domain
 - Curricular skills related to conative domain
 - Curricular skills related to affective domain
- 3.6 Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development

UNIT –IV

4. CURRICULUM TRANSACTION AND EVALUATION

- 4.1 Curriculum transaction and its evaluation
- 4.2 Curriculum evaluation
- 4.3 Role of teacher in curriculum evaluation
- 4.4 Role of organizations like NCERT, SCERT, UGC and NCTE in curriculum designing
- 4.5 Recent developments and research trends in curriculum designing

SELECTED READINGS

- Bobbin, F. (1918). *The Curriculum*. Boston: Houghton Mifflin. Co.
- Denis, L. (1986). *Social Curriculum Planning*, Sydney: Hodder & Stoughton, London.
- Edward, A. K. (1960). *The Secondary School Curriculum*, New York: Harper and Row Publishers.
- Gakhar, S. C. (2008). *Curriculum Development*, Panipat: N. M. Publishers.
- Goodland, J. (1979). *Curriculum Enquiry- The Study of Curriculum Practices*. New York: McGraw Hill.
- Hamilton, D. (1976). *Curriculum Evaluation*, London: Open Books Publishing Limited.
- Hass, G. (1991). *Curriculum Planning: A New Approach*. Boston: Allyn Bacon.
- Hooer. R. (1971). *Curriculum: Context, Design and Development*. New York: Longmans.
- Lewy, A. (1977). *Handbook of Curriculum Evaluation*, New York: Longman, Inc.

M.Ed. (SEMESTER-II)
PAPER-X: DISSERTATION

Credit: 2

Max. Marks: 50
External: 15 Internal: 35

(Joint evaluation by Internal & external examiner)

- Writing a synopsis (with review of related literature) and its presentation

M.Ed. (SEMESTER-II)

PAPER – XI: INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

Credit: 4

Max. Marks: 100
External: 25 Internal: 75

(Joint evaluation by internal & external examiner)

- Teaching any one unit of teacher education curriculum.
- Designing training material / teaching learning material.
- Involvement in various activities of TEL.
- Submission of records on reflections during internship.

(Evaluation by mentor teacher educator)

M.Ed. (SEMESTER-III)
PAPER – XII: SPECIALIZATION COURSE-I
(STAGE SPECIFIC)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 35

COURSE OBJECTIVES

Students will be able to

- Understand aims and objectives of school education
- Understand the critical analysis of curriculum
- Understand Methods of teaching and need and importance of teaching aids

COURSE CONTENTS

UNIT- I

1. AIMS AND OBJECTIVES

- 1.1. Aims and objectives of school education (At that stage)
- 1.2. Historical perspectives
- 1.3. Present status

UNIT – II

2. SCHOOL AND SCHOOL EDUCATION

- 2.1. School: concept, need and role
- 2.2. Institutions, systems and structures of school education
- 2.3. Control and finance of institutions and their management
- 2.4. School education: global perspectives

UNIT-III

3. CURRICULUM AND CO-CURRICULAR ACTIVITIES

- 3.1 Curriculum and its critical analysis (at that stage)
- 3.2 Activities: curricular, co-curricular and extra- curricular

UNIT- IV

4. METHODS OF TEACHING AND TEACHING AIDS

- 4.1 Methods of teaching
- 4.2 Use of ICT in teaching
- 4.3 Teaching aids: need and importance
- 4.5 Role of teacher as facilitator of teaching – learning environment

SELECTED READINGS

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- National Policy of Education 1986/1992.

- National Curriculum Framework on school education, 2005.
- Govt. of India, MHRD (2005). Universalization of Secondary Education : Report of the CUBE Committee, New Delhi
- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Dept. of Education.
- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.
- NCERT(1996): *Education and National Development: Report of the Education Commission*
- Holmes, B (1985) (ed). International handbook of education systems. John Wiley & sons.
- Entwistle, N (1990) (ed). Handbook on educational ideas and practice. Routledge. NY.
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi

M.Ed. (SEMESTER-III)
PAPER – XIII: SPECIALIZATION COURSE-II
(STAGE SPECIFIC)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 35

COURSE OBJECTIVES

Students will be able to

- Understand classroom interaction and management of resource
- Understand the significance of school administration, time table and maintenance of records
- Comprehend the process of evaluation

COURSE CONTENTS

UNIT-I

1. CLASS ROOM MANAGEMENT

- 1.1. Class- room interaction
- 1.2. Management of class room in terms of available resources
- 1.3. Class - room interaction analysis

UNIT – II

2. SCHOOL ADMINISTRATION AND RESOURCES

- 2.1. School administration
- 2.2. Duties of Head/ Principal, teacher and class teacher
- 2.3. Maintaining records
- 2.4. Time- table
- 2.5. Managing resources

UNIT-III

3. EVALUATION

- 3.1. Evaluation of outcomes
- 3.2. Types of evaluation
- 3.3. Methods/tools of evaluation
- 3.4. CCE

UNIT-IV

4. ISSUES AND CONCERNS

- 4.1. Indiscipline & unrest among students
- 4.2. Moral development of students
- 4.3. Problems in schools
- 4.4. School Management Committees
- 4.5. Addressing children with special needs
- 4.6 Action research

SELECTED READINGS

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- Report of the Education Commission (1964-66). Report of the National Commission on Teachers (1983-85).
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- Govt. of India, MHRD (2005). Universalization of Secondary Education : Report of the CABE Committee, New Delhi
- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.
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- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- NCERT(1996): *Education and National Development: Report of the Education Commission*
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi

M.Ed. (SEMESTER-III)

PAPER – XIV: ADVANCED EDUCATIONAL RESEARCH

Time: 3 Hours

Credit: 4

Max. Marks: 100

External: 75 Internal: 35

COURSE OBJECTIVES

Students will be able to

- Explain the different tools and techniques of research.
- Examine the suitability of tools techniques of research in different content.
- Elucidate the procedure of construction and validation of tools /techniques of research.
- Enumerate the uses and limitations of different tools & techniques of research.
- Explain the components of research report.
- Elucidate the difference between parameter & non parametric tests.
- Test the significance different between two means.
- Compute chi square and interpret the results.
- Give the meaning of ANOVA

COURSE CONTENTS

UNIT-1

1. TOOLS & TECHNIQUES

- 1.1. Characteristics of a good research tool.
- 1.2. Questionnaire- characteristics, types and uses
- 1.3. Rating scales- Likert & Thurstone scale.

2. APPROACHES TO RESEARCH

- 2.1. Historical research
- 2.2. Inscriptive research
- 2.3. Scientific research

UNIT-II

2. EXPERIMENTAL RESEARCH & ITS DESIGN

- 2.1. Research report
- 2.2. Development of research proposal (synopsis)
- 2.3. Research report- dissertation & thesis

UNIT-III

3. CORRELATION

- 3.1. Product Moment
- 3.2. Rank Difference
- 3.3. Regression & prediction-Concept, uses, assumptions & computations of linear regression equation
- 3.4. Standard error of measurement

UNIT-IV

4. DIFFERENTIALS

- 4.1. Tests of significance's test
- 4.2. Concept of null hypothesis
- 4.3. Standard error
 - 4.3.1. Type I & Type II error
 - 4.3.2. One Tail & Two Tail test

5. SIGNIFICANCE OF STATISTICS & SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS

(Independent sample, percentage & properties)

6. ANOVA-ONE WAY: Meaning, assumptions, computations & uses.

SELECTED READINGS

- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
- Best, John W. and Kahn James V (1995). Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), introduction to Research in Education, Prentice Hall, New Delhi.
- Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
- Forguson, George A (1976), Statistics Analysis in Psychology and Education, McGraw Hill, New York.
- Garrett, H.E. (1973) Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
- Good; C.V. and Douglas, E, Scates (1954), Methods in Social Research, McGraw Hill, New York.
- Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, McGraw Hill, New York.
- Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- Kurtz, A.K, and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
- McmilHon, James H. and Schumarcher, S. (1989) Research in Education: A Conceptual Introduction, Harper and Collins, New York.
- Mouly, A.J. (1963), The Science of Educational Research, Euroasia, New Delhi.
- Neuman, W.L. (1997),-Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.

- Siegel, S. (1986). Non-parametric Statistic, Me Graw Hill, New York.
- Travers, R.M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
- Van Delen, D.B. (1962% Understanding Educational Research, Me Graw Hill New York.
- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall New Delhi

M.Ed. (SEMESTER-III)

**PAPER-XV: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER
EDUCATION**

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 35

COURSE OBJECTIVES

Students will be able to

- Aims and objectives of teacher Education in India with its historical perspectives
- Different competencies essential for a teacher for effective transaction
- Research in various areas of teacher education

COURSE CONTENTS

UNIT-I

1. COMMISSIONS ON TEACHER EDUCATION

1.1. Historical development of teacher education.

1.2. Recommendation of various commissions on teacher education with special emphasis on-

- University Education Commission (1948-49)
- Mudaliar Commission (1952-53)
- Kothari Commission
- NPE 1986
- Programme of Action 1992

UNIT-II

2. TEACHER ORGANIZATION

2.1. Teaching as a profession

2.2. Aims and Objectives of Teacher Organization

2.3. Need of Professional Organization

2.4. Faculty improvement programme

UNIT-III

3. PROFESSIONAL ETHICS

3.1. Professional ethics.

3.2. Performance appraisal

3.3. Problems of admission to teacher education.

UNIT-IV

4. AREAS OF RESEARCH

4.1. Areas of research in teacher education

- Teacher effectiveness
- Modification of teacher behavior
- School effectiveness.

Selected Readings

- C ABE, (1992). Report of the C ABE committee on policy perspectives Govt.of India. MHRD, New Delhi.
- Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education. Pergamon Press.
- Husen, Tosten & Postlethwaite(eds.)(1994). The International Encyclopedia of Education. New York. Vol. 1-12. Pergamon Press.
- Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.
- Ministry of Education(1964-66), Education- and National Development Report of Indian Education Commission, Govt.of India
- MHRD (1986) National Policy on Education and Programme of Action. Govt.of India. New Delhi.
- MHRD(1992) Programme of Action, Department of Education, Govt.of India, New Delhi.
- R. Singh. L.C (ed.)(1990)Teacher Education in India. Source Book NCERT, New-Delhi.
- Smith, E.R.(ed.) (1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
- Soder, R. (1991)."The ethics of the rhetoric of Teacher Professionalism"⁵. Teaching and Teacher Education, 7(3).
- Stiles, L.J.L and Parker, R. (1969) Teacher Education Programme⁵. Encyclopedia of Educational Research 4th 1 Edition, New York, Macmillan.

M.Ed. (SEMESTER-III)

PAPER –XVI: INTERNSHIP

(Stage specific in concerned area of specialization)

Credit: 4

Max. Marks: 100

External: 25 Internal: 75

(Joint evaluation by internal & external examiner)

M.Ed. (SEMESTER-III)

PAPER-XVII: DISSERTATION

Credit: 2

Max. Marks: 50

External: 15 Internal: 35

(Joint evaluation by Internal & external examiner)

- Comprehensive review of related literature, selection/development of a research tool and collection of data.
- Submission and presentation of progress report of research work (including all above mentioned items)

M.Ed. (SEMESTER-III)

PAPER - XVIII: ACADEMIC WRITING

Credit: 2

Max. Marks: 50

External: 15 Internal: 35

- Book review and review of 2 research articles
- Writing research article/paper.
- Critical reflections on any 05 current events/news related to field of education

M. Ed. (SEMESTER-IV)
PAPER - XX (A1): EDUCATION POLICY, ECONOMICS AND PLANNING
(AT ELEMENTARY LEVEL)

Time: 3 Hours

Credit: 4

Max. Marks: 100

External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop awareness among students about the importance of economics to the field of education
- Understand about education both as consumption and investment
- Develop understanding about the benefits and the costs of education and its role in human and economic development
- Develop various abilities to understand the internal efficiency of the system of education
- Understand the relationship between educational management, planning and finance

COURSE CONTENTS

UNIT-I

1. ECONOMICS OF EDUCATION

- 1.1. Meaning, aims, scope and significance
- 1.2. Education as consumption
- 1.3. Education as investment
- 1.4. Difficulties on teaching education as investment or consumption

UNIT-II

2. COST OF EDUCATION

- 2.1. Components of education cost
- 2.2. Methods of determining cost
- 2.3. Problems arising in the application of the concept of cost in education.
- 2.4. Concept of cost benefit analyzing
- 2.5. Limitations of cost benefit analysis

UNIT-III

3. EDUCATION AND ECONOMIC DEVELOPMENT

- 3.1. Concept of growth and development
- 3.2. Education and economic development
- 3.3. Factor effecting contribution to economic growth and development
- 3.4. Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth
- 3.5. Education as industry
- 3.6. Issues of economics of education
- 3.7. Residual approach
- 3.8. Criticism against human capital theory

UNIT-IV

4. MANPOWER REQUIREMENT

- 4.1. Meaning
- 4.2. Manpower forecasting
- 4.3. Difference in forecasting and projection
- 4.4. Rational of manpower forecasting
- 4.5. Limitation of forecasting
- 4.6. Approach of forecasting
- 4.7 Educated unemployment: causes and problems
- 4.8. Effects of unemployment on economy and their remedies
- 4.9. Linking of education with job apprehension
- 4.10. Self-employment

SELECTED READINGS

- Alex, V. Alexander: Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi, July,] 983.
- Btaug, M.: Economics of education, the English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs. Philip, H. and Hallack J.: Managing Educational Costs, UNESCO International! Institute of Educational Planning. 1972.
- Hallack, J.: The Analysis of Educational Costs &. Expenditure. UNESCO, Paris. 1969.
- Harbison, F and Myers, Charier: A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, INC 1975.
- Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.
- Nagpal, S.C. and Mital, A.C.: Economics of Education Publication, New Delhi, 1993.
- Natarajan. S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990:

M. Ed. (SEMESTER-IV)
PAPER - XX (A2): EDUCATION POLICY, ECONOMICS AND PLANNING
(AT SECONDARY LEVEL)

Time: 3 Hours

Credit: 4

Max. Marks: 100

External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop awareness among students about the importance of economics to the field of education
- Understand about education both as consumption and investment
- Develop understanding about the benefits and the costs of education and its role in human and economic development
- Develop various abilities to understand the internal efficiency of the system of education
- Understand the relationship between educational management, planning and finance

COURSE CONTENTS

UNIT-I

1. ECONOMICS OF EDUCATION

- 1.1. Meaning, aims, scope and significance
- 1.2. Education as consumption
- 1.3. Education as investment
- 1.4. Difficulties on teaching education as investment or consumption

UNIT-II

2. COST OF EDUCATION

- 2.1. Components of education cost
- 2.2. Methods of determining cost
- 2.3. Problems arising in the application of the concept of cost in education.
- 2.4. Concept of cost benefit analyzing
- 2.5. Limitations of cost benefit analysis

UNIT-III

3. EDUCATION AND ECONOMIC DEVELOPMENT

- 3.1. Concept of growth and development
- 3.2. Education and economic development
- 3.3. Factor effecting contribution to economic growth and development
- 3.4. Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth
- 3.5. Education as industry
- 3.6. Issues of economics of education
- 3.7. Residual approach
- 3.8. Criticism against human capital theory

UNIT-IV

4. MANPOWER REQUIREMENT

- 4.1. Meaning
- 4.2. Manpower forecasting
- 4.3. Difference in forecasting and projection
- 4.4. Rational of manpower forecasting
- 4.5. Limitation of forecasting
- 4.6. Approach of forecasting
- 4.7 Educated unemployment: causes and problems
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- 4.9. Linking of education with job apprehension
- 4.10. Self-employment

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- Alex, V. Alexander: Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi, July,] 983.
- Btaug, M.: Economics of education, the English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs. Philip, H. and Hallack J.: Managing Educational Costs, UNESCO International! Institute of Educational Planning. 1972.
- Hallack, J.: The Analysis of Educational Costs &. Expenditure. UNESCO, Paris. 1969.
- Harbison, F and Myers, Charier: A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, INC 1975.
- Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.
- Nagpal, S.C. and Mital, A.C.: Economics of Education Publication, New Delhi, 1993.

M.Ed. (SEMESTER-IV)
PAPER - XX (B1): MANAGEMENT AND ADMINISTRATION OF EDUCATION
(AT ELEMENTARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Acquaint the students with changing concepts of educational management along with their significance.
- Help the students to understand educational management as a process at elementary level.
- Develop an understanding in students about education and problems of trends in educational management and administration.
- Help the students to understand various approaches and problems of educational planning.
- Help the students to understand various approaches and problems of educational planning.

COURSE CONTENTS

UNIT-I

1. EDUCATIONAL ADMINISTRATION

- 1.1 Meaning, nature and scope
- 1.2 Relationship among management, administration, supervision and planning
- 1.3 Human relations approach to administration
- 1.4 Meeting the psychological needs of employees

UNIT-II

2. SPECIFIC TRENDS IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP

2.1. SPECIFIC TRENDS

- 2.1.1 Decision making
- 2.1.2 Organizational development
- 2.1.3 Conflict management

2.2. LEADERSHIP

- 2.2.1 Meaning and nature
- 2.2.2 Theories of leadership
- 2.2.3 Styles of leadership
- 2.2.4 Measurement of leadership

UNIT-III

3. EDUCATIONAL PLANNING

- 3.1 Meaning and nature
- 3.2 Approaches to educational planning
 - Perspective Planning
 - Institutional Planning
- 3.3 Administrative structure of elementary education: central, state, district, block, cluster and village level

UNIT-IV

4. EDUCATIONAL SUPERVISION

4.1 Meaning and nature

4.2 Supervision as a

- Service activity
- Process
- Function

4.3 Modern supervision and functions of supervision

SELECTED READINGS

- Bhatnagar, R.P. & Aggarwal V. (2004). Educational administration supervision, planning and financing. Meerut: R. Lai! Book Depot.
- Burgers, D & Newton, P. (2014). Educational administration and leadership. New York :Routledge.
- Busb, T. (2010). The principles of educational leadership & management. New Delhi:Sage Publication.
- Bush, T. (2010). Theories of educational leadership and management. New Delhi: Sage Publication.
- Goel. S.L. &Goel. (2009). Educational administration and management. New Delhi: Deep and Deep Publication.
- Harbison, I.F. (1967). Educational Planning and Human Resource Development. Paris: UNESCO.
- Harding, H. (1987). Management Appreciation. London: Pitman publishing, liatehy, H.J. (1968). Educational Planning, Programming, Budgeting - A Systems Approach. New Jesery : Prentice Hall.
- R.B. and Nunnery, M.Y. (1983). Educational Administration-An Introduction. N.Y. :MacMillan.
- Mohanty, J. (2005). Educational administration, supervision and school management.New Delhi: Deep & Deep Publication.
- Nachimuthu, K (2015). Educational Planning, Administration and Management.Tamilnadu: Iris Publication.
- Shukla, P.D. (198.3). Administration of Education in India. New Delhi: Vikas.
- Stnha, P.S.N. (ed) (2©Q2). Management and Administration in Govt. New Delhi Commonwealth Publishers.
- Speras, H. (1995). Improving the Supervision of Instruction. N.Y : Prentice Hall.

M.Ed. (SEMESTER-IV)
PAPER - XX (B2): MANAGEMENT AND ADMINISTRATION OF EDUCATION
(AT SECONDARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Acquaint the students with changing concepts of educational management along with their significance
- Help the students to understand educational management as a process at secondary level
- Develop an understanding in students about education and problems of trends in educational management and administration
- Help the students to understand various approaches and problems of educational planning
- Assist the students to plan, organize and implement supervisory programmes in educational institutions.

COURSE CONTENTS

UNIT-I

1. EDUCATIONAL ADMINISTRATION

- 1.1 Meaning, nature and scope
- 1.2 Relationship among management, administration, supervision and planning
- 1.3 Human relations approach to administration
- 1.4 Meeting the psychological needs of employees

UNIT-II

2. SPECIFIC TRENDS IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP

2.1. SPECIFIC TRENDS

- 2.1.1 Decision making
- 2.1.2 Organizational development
- 2.1.3 Conflict management

2.2. LEADERSHIP

- 2.2.1 Meaning and nature
- 2.2.2 Theories of leadership
- 2.2.3 Styles of leadership
- 2.2.4 Measurement of leadership

UNIT-III

3. EDUCATIONAL PLANNING

- 3.1 Meaning and nature
- 3.2 Approaches to educational planning
 - Perspective Planning
 - Institutional Planning
- 3.3 Administrative structure of secondary education: central, state, district, block, cluster and village level

UNIT-IV

4. EDUCATIONAL SUPERVISION

4.1 Meaning and nature

4.2 Supervision as a

- Service activity
- Process
- Function

4.3 Modern supervision and functions of supervision

SELECTED READINGS

- Bhatnagar, R.P. & Aggarwal V. (2004). Educational administration supervision, planning and financing. Meerut: R. Lai! Book Depot.
- Burgers, D & Newton, P. (2014). Educational administration and leadership. New York :Routledge.
- Busb, T. (2010). The principles of educational leadership & management. New Delhi:Sage Publication.
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- Harbison, I.F. (1967). Educational Planning and Human Resource Development. Paris: UNESCO.
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- R.B. and Nunnery, M.Y. (1983). Educational Administration-An Introduction. N.Y. :MacMillan.
- Mohanty, J. (2005). Educational administration, supervision and school management.New Delhi: Deep & Deep Publication.
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- Shukla, P.D. (198.3). Administration of Education in India. New Delhi: Vikas.
- Stnha, P.S.N. Management and Administration in Govt. New Delhi Commonwealth Publishers.
- Speras, H. (1995). Improving the Supervision of Instruction.

M.Ed. (SEMESTER-IV)
PAPER - XX (C1): INCLUSIVE EDUCATION
(AT ELEMENTARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Differentiate among mainstreaming, integrated education and inclusive education
- Describe the provisions of PWD Act 1995 and National Trust 1999
- Explain the barriers to inclusive education
- Explain the concept of auricular adaptations and its needs and importance
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

COURSE CONTENTS

UNIT - I

1. INTRODUCTION TO INCLUSIVE EDUCATION

- 1.1 Meaning and definition
- 1.2 Historical perspectives on education of children with diverse needs
- 1.3 Difference: Mainstreaming, integrated education and inclusive education
- 1.4 Intervention and models of inclusive education
- 1.5 Advantages of inclusive education

UNIT-II

2. POLICIES, PROGRAMMES AND LEGISLATIVE PROVISIONS WITH REFERENCE TO CHILDREN WITH SPECIAL NEEDS (CWSN)

- 2.1 NPE 1986, PDA 1992; SSA and RMS A
- 2.2 Persons with disabilities act 1995
- 2.3 RCI act 1992
- 2.4 National trust for welfare of persons with autism, cerebral palsy, mental retardation and multiple disability act 1999 & rules 2014
- 2.4 National policy for persons with disabilities 2006
- 2.5 UNCRPD 2007

UNIT-III

3. BUILDING INCLUSIVE SCHOOLS

- 3.1 Identifying and addressing barriers to inclusive education: attitudinal, physical and instructional
- 3.2 Ensuring physical, academic and social access
- 3.3 Leadership and teachers as change agents
- 3.4 Index for inclusion - Indian and Global
- 3.5 Assistive technology for CWSN

UNIT-IV

4. SUPPORTS AND COLLABORATION FOR INCLUSIVE EDUCATION

- 4.1 Stakeholders of inclusive education
- 4.2 Advocacy for the rights of CWSN - meaning and importance
- 4.3 Family support and involvement for inclusive education

4.4 Community involvement for inclusive education

4.5 Resource mobilization for inclusive education

FIELD ENGAGEMENT/ PRACTICAL (Any one of the following)

- Visit an inclusive school and write an observation report highlighting pedagogy and CWSN interaction in the classroom.
- Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.
- Prepare a lesson plan for teaching any topic of your choice using any instructional strategy.
- Design a poster and slogan on Inclusive Education.

SUGGESTED READINGS

- Ahuja, A & Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House. Ashman, A & Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.
- Barlett, L.D. & Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.
- Chaote J.S.-(1991.) Successful mainstreaming. London: Allyn and Bacon. Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon. Byrne, M. & Shervanian, C. (1977). Introduction to communicative disorder. New York: Harper & Row.
- GOI (1992). Scheme of Integrated Education for the disabled. 1992: New Delhi:-MHRD
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- Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school. Springfield. IE Charles C. Thomas.
- Jangira, N.K. & mani M.N.G. (1977) Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press. Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments Secunderabad: NIMH

M.Ed. (SEMESTER-IV)
PAPER - XX (C2): INCLUSIVE EDUCATION
(AT SECONDARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Differentiate among mainstreaming, integrated education and inclusive education
- Describe the provisions of PWD Act 1995 and National Trust 1999
- Explain the barriers to inclusive education
- Explain the concept of auricular adaptations and its needs and importance
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

COURSE CONTENTS

UNIT - I

1. INTRODUCTION TO INCLUSIVE EDUCATION

- 1.1 Meaning and definition
- 1.2 Historical perspectives on education of children with diverse needs
- 1.3 Difference: Mainstreaming, integrated education and inclusive education
- 1.4 Intervention and models of inclusive education
- 1.5 Advantages of inclusive education

UNIT-II

2. POLICIES, PROGRAMMES AND LEGISLATIVE PROVISIONS WITH REFERENCE TO CHILDREN WITH SPECIAL NEEDS (CWSN)

- 2.1 NPE 1986, POA 1992, SSA and RMSA
- 2.2 Persons with disabilities act 1995
- 2.3 RCI act 1992
- 2.4 National trust for welfare of persons with autism, cerebral palsy, mental retardation and multiple disability act 1999 & rules 2014
- 2.4 National policy for persons with disabilities 2006
- 2.5 UNCRPD 2007

UNIT-III

3. BUILDING INCLUSIVE SCHOOLS

- 3.1 Identifying and addressing barriers to inclusive education: attitudinal, physical and instructional
- 3.2 Ensuring physical, academic and social access
- 3.3 Leadership and teachers as change agents
- 3.4 Index for inclusion - Indian and Global
- 3.5 Assistive technology for CWSN

UNIT-IV

4. SUPPORTS AND COLLABORATION FOR INCLUSIVE EDUCATION

- 4.1 Stakeholders of inclusive education
- 4.2 Advocacy for the rights of CWSN - meaning and importance
- 4.3 Family support and involvement for inclusive education

4.4 Community involvement for inclusive education

4.5 Resource mobilization for inclusive education

FIELD ENGAGEMENT/ PRACTICAL (Any one of the following)

- Visit an inclusive school and write an observation report highlighting pedagogy and CWSN interaction in the classroom.
- Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.
- Prepare a lesson plan for teaching any topic of your choice using any instructional strategy.
- Design a poster and slogan on Inclusive Education.

SUGGESTED READINGS

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- Barlett, L.D. & Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.
- Chaote J.S.-(1991.) Successful mainstreaming. London: Allyn and Bacon. Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon. Byrne, M. & Shervanian, C. (1977). Introduction to communicative disorder. New York: Harper & Row.
- GOI (1992). Scheme of Integrated Education for the disabled. 1992: New Delhi:-MHRD
- Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press
- Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school. Springfield. IE Charles C. Thomas.
- Jangira, N.K. & mani M.N.G. (1977) Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press. Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments Secunderabad: NIMH

M.Ed. (SEMESTER-IV)
PAPER - XX (D1): EDUCATIONAL TECHNOLOGY
(AT ELEMENTARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop the understanding of concept, origin and characteristics of education technology
- Differentiate between hardware and software
- Acquaint the students with skill of framing educational objectives
- Develop the skills of designing instructional system
- Understand programme learning
- Use educational technology for improving teacher's behavior

COURSE CONTENTS

UNIT –I

1. EDUCATIONAL TECHNOLOGY

- 1.1 Meaning and scope
- 1.2 Components of educational technology: software and hardware
- 1.3 Multimedia approach in educational technology

UNIT –II

2. MODALITIES AND STAGES OF TEACHING

- 2.1 Modalities of teaching - teaching as different from indoctrination, instructions conditioning and training
- 2.2 Stages of teaching: pre-active, interactive and post active
- 2.3 Teaching as different levels: memory, understanding and reflective levels of organizing teaching and learning
- 2.4 Programmed instruction: origin, principles and characteristics
- 2.4. Types: Linear, Branching and Mathletics.
- 2.5 Development of a programme: preparation, writing, try out and evaluation

UNIT-III

3. COMMUNICATION PROCESS

- 3.1 Modification of teaching behavior: micro-teaching, simulation
- 3.2 Communication process: concept of communication, significance, principles, barriers to communication, class-room communication
- 3.3 Models of teaching: concept, different families of teaching models

UNIT-IV

4. INSTRUCTIONAL SYSTEM

- 4.1 Designing instructional system: formulation of instructional objectives, task analysis
- 4.2 Designing of instructional strategies: lecture, team teaching, discussion, seminars, tutorials, brain-storming sessions
- 4.3 Development of evaluation tools: norm referenced tests and criterion referenced tests
- 4.4 Application of educational technology in distance education
- Concept of distance education
 - Distance and open learning system
 - Student support services: evaluation strategies in distance education; counseling in distance education.

SELECTED READING

- Davies, I.K., "The Management of Learning/* London: Me Graw Hill, 1971
- Dececco. J.P., "The Psychology of Learning and Instruction", New Delhi, Prentice Hall 1988.
- Kulkarni, S.S. "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company, 1986.
- Kumar, K.L., "Educational Technology". New Delhi: New Age International Publisher, 1996.
- Locatis, C.N. and Atkinson, F.D., "Media and Technology for Education and Training" London: Charles E. Publishing Co., 1984.
- Joyce, B. & Weil, M., "Models of Teaching". New Delhi, Prentice Hall, 1992.
- Merritt, M.D. (ED.), "Instructional Design". New York: 1971.
- Mukhopadhyay. M (ED.) "Educational Technology" New Delhi: Sterling, 1990.
- Pandey. K.P. "A First Course in Instructional Technology", Delhi: Amitash Parkashan, 1980.
- Pandey, K.P., "Dynamics of Teaching Behavior", Ghaziabad Amitash Parkashan, 1983.
- Pandey. S.K. "Teaching Communication". New Delhi, Commonwealth Publishers! 1997.
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- Schneider, Arnold E., Donaghy, William C, Newman, Pamela Jane "Organizational Communication"
- Skinner, B.F.. "The Technology of teaching' New York: Appleton Century Crofts, 1968.
- Vedanayagam. E.G., "Teaching Technology for College Teacher:, New Delhi: Sterling Publisher, 1988

M.Ed. (SEMESTER-IV)
PAPER - XX (D2): EDUCATIONAL TECHNOLOGY
(AT SECONDARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop the understanding of concept, origin and characteristics of education technology
- Differentiate between hardware and software
- Acquaint the students with skill of framing educational objectives
- Develop the skills of designing instructional system
- Understand programme learning
- Use educational technology for improving teacher's behavior

COURSE CONTENTS

UNIT –I

1. EDUCATIONAL TECHNOLOGY

- 1.1 Meaning and scope
- 1.2 Components of educational technology: software and hardware
- 1.3 Multimedia approach in educational technology

UNIT –II

2. MODALITIES AND STAGES OF TEACHING

- 2.1 Modalities of teaching - teaching as different from indoctrination, instructions conditioning and training
- 2.2 Stages of teaching: pre-active, interactive and post active
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- 2.4 Programmed instruction: origin, principles and characteristics
- 2.4Types: Linear, Branching and Mathletics.
- 2.5 Development of a programme: preparation, writing, try out and evaluation

UNIT-III

3. COMMUNICATION PROCESS

- 3.1 Modification of teaching behavior: micro-teaching, simulation
- 3.2 Communication process: concept of communication, significance, principles, barriers to communication, class-room communication
- 3.3 Models of teaching: concept, different families of teaching models

UNIT-IV

4. INSTRUCTIONAL SYSTEM

4.1 Designing instructional system: formulation of instructional objectives, task analysis
4.2 Designing of instructional strategies: lecture, team teaching, discussion, seminars, tutorials, brain-storming sessions

4.3 Development of evaluation tools: norm referenced tests and criterion referenced tests

4.4 Application of educational technology in distance education

- Concept of distance education
- Distance and open learning system
- Student support services: evaluation strategies in distance education; counseling in distance education.

SELECTED READING

- Davies, I.K., "The Management of Learning/* London: Me Graw Hill, 1971
- Dececco. J.P., "The Psychology of Learning and Instruction", New Delhi, Prentice Hall 1988.
- Kulkarni, S.S. "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company, 1986.
- Kumar, K.L., "Educational Technology". New Delhi: New Age International Publisher, 1996.
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- Joyce, B. & Weil, M., "Models of Teaching". New Delhi, Prentice Hall, 1992.
- Merritt, M.D. (ED.), "Instructional Design". New York: 1971.
- Mukhopadhyay. M (ED.) "Educational Technology" New Delhi: Sterling, 1990.
- Pandey. K.P. "A First Course in Instructional Technology", Delhi: Amitash Parkashan, 1980.
- Pandey, K.P., "Dynamics of Teaching Behavior, Gbaziabad Amitash Parkashan, 1983.
- Pandey. S.K. "Teaching Communication. New Delhi, Commonwealth Publishers! 1997.
- Prival. F. and Wlhngton, H.? "A Handbook of Educational Technology, :New York. Kogan Page. 1988.
- Schneider, Arnold E., Donaghy, William C , Newman, Pamela Jane "Organizational Communication"
- Skinner, B.F.. "The Technology of teaching' New York: Appleton Century Crofts, 1968.
- Vedanayagam. E.G., "Teaching Technology for College Teacher:, New Delhi: Sterling Publisher, 1988

M.Ed. (SEMESTER-IV)
PAPER - XX (E1): EDUCATIONAL MEASUREMENT & EVALUATION
(AT ELEMENTARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop the understanding of concept, level and scope of measurement
- Differentiate between measurement & evaluation
- Understand the taxonomy of educational objectives
- Understand the characteristics of a good test
- Develop the understanding of concept correlation

COURSE CONTENTS

UNIT-I

1. MEASUREMENT IN EDUCATION AT PRIMARY LEVEL

- 1.1 Meaning, kinds, difference between mental & physical measurement
- 1.2 Need and scope of measurement
- 1.3 Levels of measurement
- 1.4 Evaluation in education: concept, purpose and uses of evaluation
- 1.5 Functions and principles of evaluation
- 1.6 Types of evaluation procedure
- 1.7 Interrelationship & difference between measurement and evaluation

UNIT –II

2. TAXONOMY OF EDUCATIONAL OBJECTIVES

- 2.1 Need and functions of instructional objectives
- 2.2 Relationship between educational and instructional objectives
- 2.3 Classification of educational objectives
- 2.4 Principles for the statement of instructional objectives
- 2.5 Continuous and comprehensive evaluation

UNIT-III

3. TOOLS AND CHARACTERISTICS

- 3.1 Text construction: Characteristics of good test
- 3.2 Teacher made tests vs standardized test: similarities and differences
- 3.3 Steps of preparing standardized test
- 3.4 Norms referenced & criterion referenced test
- 3.5 Concept and measurement of the following
 - Intelligence test
 - Attitude test
 - Aptitude test
 - Interest inventory

UNIT-IV

4. LEARNER EVALUATION

4.1 Diagnosis and remediation of learning difficulties

4.2 Nature and characteristics of good diagnosis

4.3 Diagnostic test: meaning, purpose, planning, administration and interpretation

4.4 Remedial instruction: meaning, principles and organization

4.5 Techniques in evaluating learning and development

(Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)

SELECTED READINGS

- Aggarwal Y.P. (1998), Statistical Methods Sterling, New Delhi.
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
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- Guilford, J.P. and Benjabin Frubter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill, New York.
- Kerlinger. F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
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- Mcmillion, James H and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
- Mouly, A.J. (1963), The Science of Educational Research, Eyrosia, New Delhi.
- Neuman. W.L. (1997), Social Research Methods: Qualitative and (Quantitative Approaches, Allyn and Bacon. Boston.

M.Ed. (SEMESTER-IV)
PAPER - XX (E2): EDUCATIONAL MEASUREMENT & EVALUATION
(AT SECONDARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop the understanding of concept, level and scope of measurement
- Differentiate between measurement & evaluation
- Understand the taxonomy of educational objectives
- Understand the characteristics of a good test
- Develop the understanding of concept correlation

COURSE CONTENTS

UNIT-I

1. MEASUREMENT IN EDUCATION AT PRIMARY LEVEL

- 1.1 Meaning, kinds, difference between mental & physical measurement
- 1.2 Need and scope of measurement
- 1.3 Levels of measurement
- 1.4 Evaluation in education: concept, purpose and uses of evaluation
- 1.5 Functions and principles of evaluation
- 1.6 Types of evaluation procedure
- 1.7 Interrelationship & difference between measurement and evaluation

UNIT –II

2. TAXONOMY OF EDUCATIONAL OBJECTIVES

- 2.1 Need and functions of instructional objectives
- 2.2 Relationship between educational and instructional objectives
- 2.3 Classification of educational objectives
- 2.4 Principles for the statement of instructional objectives
- 2.5 Continuous and comprehensive evaluation

UNIT-III

3. TOOLS AND CHARACTERISTICS

- 3.1 Text construction: Characteristics of good test
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- 3.5 Concept and measurement of the following
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 - Attitude test
 - Aptitude test
 - Interest inventory

UNIT-IV

4. LEARNER EVALUATION

4.1 Diagnosis and remediation of learning difficulties

4.2 Nature and characteristics of good diagnosis

4.3 Diagnostic test: meaning, purpose, planning, administration and interpretation

4.4 Remedial instruction: meaning, principles and organization

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(Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)

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- Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
- Forguson, George A (1976), Statistics Analysis in Psychology and Education, McGrawHill, New York.
- Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
- Good; C.V. and Dougtes, E, Scales (1954), Methods in Social Research, Me Graw Hill, New York.
- Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill, New York.
- Kerlinger. F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.
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- Neuman. W.L. (1997), Social Research Methods: Qualitative and (Quantitative Approaches, Allyn and Bacon. Boston.

M.Ed. (SEMESTER-IV)
PAPER - XX (F1): COMPARATIVE EDUCATION
(AT ELEMENTARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop understanding among students regarding concept of comparative education, its aims, purposes and importance
- Develop understanding in students regarding the factors influencing educational systems of different countries.
- Acquaint the students regarding approaches to study internal systems of different countries.
- Acquaint the students regarding educational system of India as well as other countries like UK, USA and Russia
- Help students in developing understanding regarding problems, issues and existing provisions and programmes of the country in the context of educational systems of other countries.

COURSE CONTENTS

UNIT-I

1. CONCEPT AND APPROACHES TO COMPARATIVE EDUCATION

- 1.1 Concept, aims and scope
- 1.2 Factors influencing education system
- 1.3 Approaches to comparative education
 - Historical
 - Philosophical
 - Sociological and
 - Problem approach

UNIT-II

2. ELEMENTARY EDUCATION AND PROGRAMMES

- 1.1 Concept of Universalization of Elementary Education in India
- 1.2 National Policy of Education (NPE-1986) and Primary Education
- 1.3 District Primary Education Programme (DPEP)
- 1.4 Sarva Shiksha Abhiyan (SSA)
- 1.5 RTE Act-2009

UNIT-III

3. PRIMARY EDUCATION IN INDIA AND WESTERN COUNTRIES

- 3.1 Primary Education in India, UK and USA
(Aims, pattern, curriculum, methods of instruction & evaluation system)

UNIT-IV

4. SECONDARY EDUCATION IN INDIA AND WESTERN COUNTRIES

- 4.1 Secondary Education in India, UK and USA
(Aims, pattern, curriculum, methods of instruction & evaluation system)

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. U.S. A: Rowman and Little field Publisher.
- Bereday G.Z.F. (1967). *Comparative Methods in Education*, New Delhi: Oxford and BHPublishing Co.
- Chaube, S.P. &Chaube, A. (2007). *Comparative Education*. Noida: VikasPublishing House.
- Chaubey S.P.(1969). *Comparative Education*, Agra: Ram Prasad and sons Publishers
- Cramer J.F. and Brown G.S., (1965). *Contemporary Education: A comparative study of National Systems*. New York: Naracourt Brace and Co.
- Edmund J. King (1968). *Comparative Studies and Educational Decisions*. London:Mathuen Educational Ltd.
- Dent H.C., (1981). *Educational Systems of England*. London: George Allen Gazette of India. (2009). *The Gazette of India - Right of Children to Free and*
- *Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice. Kandel I.L. (1963). *Studies in Comparative Education*. New York: George Harrap
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M.Ed. (SEMESTER-IV)
PAPER - XX (F2): COMPARATIVE EDUCATION
(AT SECONDARYLEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop understanding among students regarding concept of comparative education, its aims, purposes and importance
- Develop understanding in students regarding the factors influencing educational systems of different countries.
- Acquaint the students regarding approaches to study internal systems of different countries.
- Acquaint the students regarding educational system of India as well as other countries like UK, USA, Russia and Australia
- Help students in developing understanding regarding problems, issues and existing provisions and programmes of the country in the context of educational systems of other countries.

COURSE CONTENTS

UNIT-I

1. CONCEPT AND APPROACHES TO COMPARATIVE EDUCATION

- 1.1 Concept, aims and scope
- 1.2 Factors influencing education system
- 1.3 Approaches to comparative education
 - Historical
 - Philosophical
 - Sociological and
 - Problem approach

UNIT-II

2. ELEMENTARY EDUCATION AND PROGRAMMES

- 1.1 Concept of Universalization of Elementary Education in India
- 1.2 National Policy of Education (NPE-1986) and Primary Education
- 1.3 District Primary Education Programme (DPEP)
- 1.4 Sarva Shiksha Abhiyan (SSA)
- 1.5 RTE Act-2009
- 1.6 Secondary education in India, UK and USA
- 1.7 Vocationalisation of secondary education in India, UK and Russia

UNIT-III

3. HIGHER EDUCATION IN INDIA AND WESTERN COUNTRIES

- 3.1 Higher education in India, UK and USA
(Aims, pattern, curriculum, methods of instruction & evaluation system)

UNIT-IV

4. DISTANCE EDUCATION AND EDUCATIONAL ADMINISTRATION

4.1 Distance education in India, UK and Australia

4.2 Educational administration in India, UK and USA

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). Comparative Education: The Dialectic of the Global and Local U.S.A: Rowman and Little field Publisher.
- Bereday G.Z.F. (1967). Comparative Methods in Education, New Delhi: Oxford and IBBPublishing Co.
- Chaube, S.P. &Chaube, A. (2007). Comparative Education. Noida: VikasPublishing House.
- Chaubey S.P.(;1969). Comparative Education, Agra: Ram Prasad and sons Publishers
- Cramer J.F. and Brown G.S., {1965). Contemporary Education: A comparativestudyof National Systems. New York: Naracourt Brace and Co.
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- Kubow, Patriva K., &Fossum, Paul R. (2007). Comparative Education: Exploring Issues in International Context. U. S. A.: Pearson/Merrill/Prentice Hall Publishers. Mundy, Karen, Bickmore, Kothy, HayhocRuth, Madden, Meggan&Madjidi,
- Katherine. (2008). Comparative and International Education: Issues for Teachers.U.S.A.:TeacherCollege Press.
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- MHRD; Govt.of India. Udaipur: Preparation of the Publication at VidyaBhawanSociety.
- NCERT. (2012). Impact of In-ServiceTeacher Training on Class roomTransaction in Haryana.
- NUEPA. Elementary Education m India- Where do we stand? New Delhi .State andDistrict Report Cards (Yearly Publication)
- Shrivastava. S.K. (2005). Comparative Education. New Delhi: AnmolPublicationsPvt.Ltd.
- SodhkT.S. (2005). A Text Book of Comparative Education-Philosophy, Patterns and Problems of National Systems, New Delhi. Vikas Publishing House Pvt. Ltd.
- Sodhi, T.S. (2000). Textbook of Comparative Education. Noida: VikasPublishingHouse.
- Reddy R.S. The methods of analysis and enquiry publisher, Ajay Verma,Common wealth publisher 4378/4 B. Mutali Lal Street. Ansari Road, New Delhi.

M.Ed. (SEMESTER-IV)
PAPER - XX (G1) EDUCATIONAL AND VOCATIONAL GUIDANCE
(AT ELEMENTARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop understanding among students regarding importance of guidance services at primary school stage
- Acquaint them regarding various guidance programmes and activities which can be organized at school level
- Develop understanding among students regarding the concepts, aims, process, procedure of various guidance services and counseling
- Acquaint the students regarding the roles & responsibilities of guidance workers, teachers, heads of the schools and counselors
- Appraise the students regarding the worth of understanding and assessing the individual correctly

COURSE CONTENTS

UNIT-I

1. GUIDANCE SERVICES IN ELEMENTARY SCHOOL

- 1.1 Guidance: meaning and importance and
- 1.2 Types: educational guidance, vocational guidance and personal guidance
- 1.3 Organization of guidance services in elementary school
- 1.4 Occupational information at elementary school level: meaning, need and methods of imparting occupational information

UNIT-II

2. GROUP GUIDANCE

- 2.1 Group guidance: meaning, advantages, principles and kind of group guidance
- 2.2 Guidance of students with special needs at elementary school level

UNIT-III

3. PLACEMENT AND FOLLOW-UP SERVICE

- 3.1 Placement service: meaning, functions and principles
- 3.2 Follow-up: meaning, purpose and characteristics

UNIT-IV

4. DATA COLLECTION TECHNIQUES AND COUNSELING

- 4.1 **DATA COLLECTION TECHNIQUES:** Standardization and non-standardized techniques: anecdotal records, biographies, rating scale, case study, sociometry, questionnaire, observation and interview and cumulative records.

4.2 COUNSELING AT ELEMENTARY SCHOOL LEVEL: Meaning, need and types

- Directive counseling: concept, advantage and limitations
- Non-directive counseling: concept, advantage and limitations
- Eclectic counseling: concept, advantage and limitations

SELECTED READINGS

- Bernard, Harold W & Fulmar Daniel W. Principles of Guidance, Second Edition, New York-Thomas Y. Crowell Company, 1977.
- Jones, J.A : Principles of Guidance, Bombay, fata. New York. McGrawHill, 1975.
- Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
- Granz, F.M: Foundation and Principles of Guidance, Bostaon, Allyn and Bacon.
- Miller, F.W: Guidance Principles and Services. Columbia Ohio, Merrill, 1961.
- Pandey, K.P., Educational and Vocational Guidance in India VishwaVidyalayaPrakashan Chowk, Varanasi. 2000.
- McGowan, J.P ehmidt: Counselling : Reading in Theory and Practice, New York Holt, Rinehardand Winston. 1962.
- Tolbert, E.L: Introduction of Counselling. New York, McGrawHill, 1967.
- Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
- Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
- Robinson: Principles and Procedures in student Counselling, New York. Harper &Roe.
- Super, D.E., Schmdt: Apprasing Vocational Fitness by Means of Psychological Testing, New York: Haperand Row, 1962.

M.Ed. (SEMESTER-IV)
PAPER - XX (G2) EDUCATIONAL AND VOCATIONAL GUIDANCE
(AT SECONDARY LEVEL)

Time: 3 Hours
Credit: 4

Max. Marks: 100
External: 75 Internal: 25

COURSE OBJECTIVES

Students will be able to

- Develop understanding among students regarding importance of guidance services at secondary school level
- Acquaint them regarding various guidance programmes and activities which can be organized at school level
- Develop understanding among students regarding the concepts, aims, process, procedure of various guidance services and counseling
- Acquaint the students regarding the roles & responsibilities of guidance workers, teachers, heads of the schools and counselors
- Appraise the students regarding the worth of understanding and assessing the individual correctly

COURSE CONTENTS

UNIT-I

1. GUIDANCE SERVICES IN ELEMENTARY SCHOOL

- 1.1 Guidance: meaning and importance and
- 1.2 Types: educational guidance, vocational guidance and personal guidance
- 1.3 Organization of guidance services in secondary schools
- 1.4 Occupational information at secondary school level

UNIT-II

2. GROUP GUIDANCE

- 2.1 Group guidance: meaning, advantages, principles and kind of group guidance
- 2.2 Guidance of students with special needs at secondary school level

UNIT-III

3. PLACEMENT AND FOLLOW-UP SERVICE

- 3.1 Placement service: meaning, functions and principles
- 3.2 Follow-up: meaning, purpose and characteristics

UNIT-IV

4. DATA COLLECTION TECHNIQUES AND COUNSELING

4.1 DATA COLLECTION TECHNIQUES: Standardization and non-standardized techniques: anecdotal records, biographies, rating scale, case study, sociometry, questionnaire, observation and interview and cumulative records.

4.2 COUNSELING: Meaning, need and types

- Directive counseling: concept, advantage and limitations
- Non-directive counseling: concept, advantage and limitations
- Eclectic counseling: concept, advantage and limitations

SELECTED READINGS

- Bernard, Harold W & Fulmar Daniel W. Principles of Guidance, Second Edition, New York-Thomas Y. Crowell Company, 1977.
- Jones, J.A : Principles of Guidance, Bombay, fata. New York. McGrawHill, 1975.
- Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
- Granz, F.M: Foundation and Principles of Guidance, Bostaon, Allyn and Bacon.
- Miller, F.W: Guidance Principles and Services. Columbia Ohio, Merrill, 1961.
- Pandy, K.P., Educational and Vocational Guidance in India VishwaVidyalayaPrakashan Chowk, Varanasi. 2000.
- McGowan, J.P ehmidt: Counselling : Reading in Theory and Practice, New York Holt, Rinehard and Winston. 1962.
- Tolbert, E.L: Introduction of Counselling. New York, McGrawHill, 1967.
- Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
- Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
- Robinson: Principles and Procedures in student Counselling, New York. Harper &Roe.
- Super, D.E., Schmdt: Apprasing Vocational Fitness by Means of Psychological Testing, New York: Haperand Row, 1962.

**M.Ed. (SEMESTER-IV)
PAPER-XXII: DISSERTATION**

Credit: 4

Max. Marks: 100

External: 25 Internal: 75

(Joint evaluation by Internal & external examiner)

- Submission of dissertation
- Viva-voce